DOCUMENT RESUME

ED 119 153 CS 002 462

TITLE	Maryland's Reading Plan for the 70's.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Instruction.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE	75
NOTE	35p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Adult Reading Programs; Class Activities; Educational Objectives; Educational Strategies; Elementary Secondary Education; Post Secondary Education; Program Descriptions; Reading Instruction; *Reading Programs; *Sequential Reading Programs; *State Programs
IDENTIFIERS	Maryland; *Right to Read

ABSTRACT

The comprehensive plan presented in this document in sequential steps shows both the Maryland reading effort accomplishments (1971-74) and its present and future plans (1975-80) and demonstrates a set of ideas based on citizen concerns and needs assessments that are being translated into a reading program. Contents of this document include a detailed diagram of the program components (goal, objectives, needs assessment studies, activities, strategies, technical assistance, materials, personnel implementation, and evaluation), a bibliography, and lists of reading task force members and reading liaison members for 1975-76. Eight figures illustrate the contents. (JM)

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ED119153

Maryland's Reading Plan for the 70's

A publication of
The Division of Instruction
Maryland State Department of Education
1975

CS 002 462

Dr. T. K. Muellen, Assistant State Superintendent in Instruction

Mildred L. Sowers, Director, Office of Curriculum Development

THE READING TEAM

Richard M. Petre, Chairman, Consultant in Reading

Ann A. Beusch, Specialist in Foreign Languages, ESOL, and Bilingual Education

Alice A. Holden, Consultant in Elementary Education

Sally Jackson, Specialist, Volunteers in Reading
Project Coordinator of Right-to-Read

Victor B. Kotulak, Specialist in English

Anne S. Richardson, Specialist, Reading/Learning Problems

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MARYLAND STATE BOARD OF EDUCATION

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William G. Sykes

James A. Sensenbaugh, State Superintendent of Schools

Quentin L. Earhart, Deputy State Superintendent of Schools

Printed with 1975 Right to Read Grant monies, Right to Read Office, U. S. Office of Education, Department of Health, Education and Welfare.

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FOREWORD

In 1975, Maryland aligned its priorities with the Right To Read program to become a partner in the national effort to move all citizens toward greater reading effectiveness.

Since 1971, when the Maryland State Board of Education made reading a State educational priority, the Maryland State Department of Education developed a ten-year action plan to improve the reading levels of the State's citizens.

This publication outlines that plan, documents the major accomplishments from 1971-1975, and fuses Maryland's reading priority activities and the national Right-To-Read efforts for 1975-1980.

JAMES A. SENSENBAUGH
State Superintendent of Schools

PREFACE

Maryland's Right to Read activities for the 70's are outlined in this plan. By making reading in 1971 a State priority, the State Board of Education established a climate for its proposed reading program requesting the Division of Instruction to plan cooperatively and implement a statewide effort in which all State Department bureaus and local educational agencies would be involved. Efforts toward establishing this program resulted in a comprehensive plan with five main purposes:

First, it gives an encompassing, fused set of State Goal and Objectives and Right to Read Goals and Objectives by showing the past accomplishments (1971-74), and present and future thrusts (1975-1980).

Second, it documents summary descriptions of achievement to date.

Third, it indicates basic areas which the Maryland State Department of Education has selected for evaluation and future planning.

Fourth, it includes only actual activities undertaken or planned through the State reading program.

Fifth, it serves as a self-index for a reader who poses questions such as:

	Page
How is the plan organized?	3
What is the overview of the plan?	3
Is there a needs assessment?	8
Do the State Objectives and Right to Read Objectives agree?	9
What is the action plan?	13
How will the plan be evaluated?	22
How will dissemination be done?	23

The Maryland State Department of Education wishes to gratefully acknowledge the assistance of Dr. Reynolds Ferrante, Chief, Federal-State Relations, Maryland Council on Higher Education.

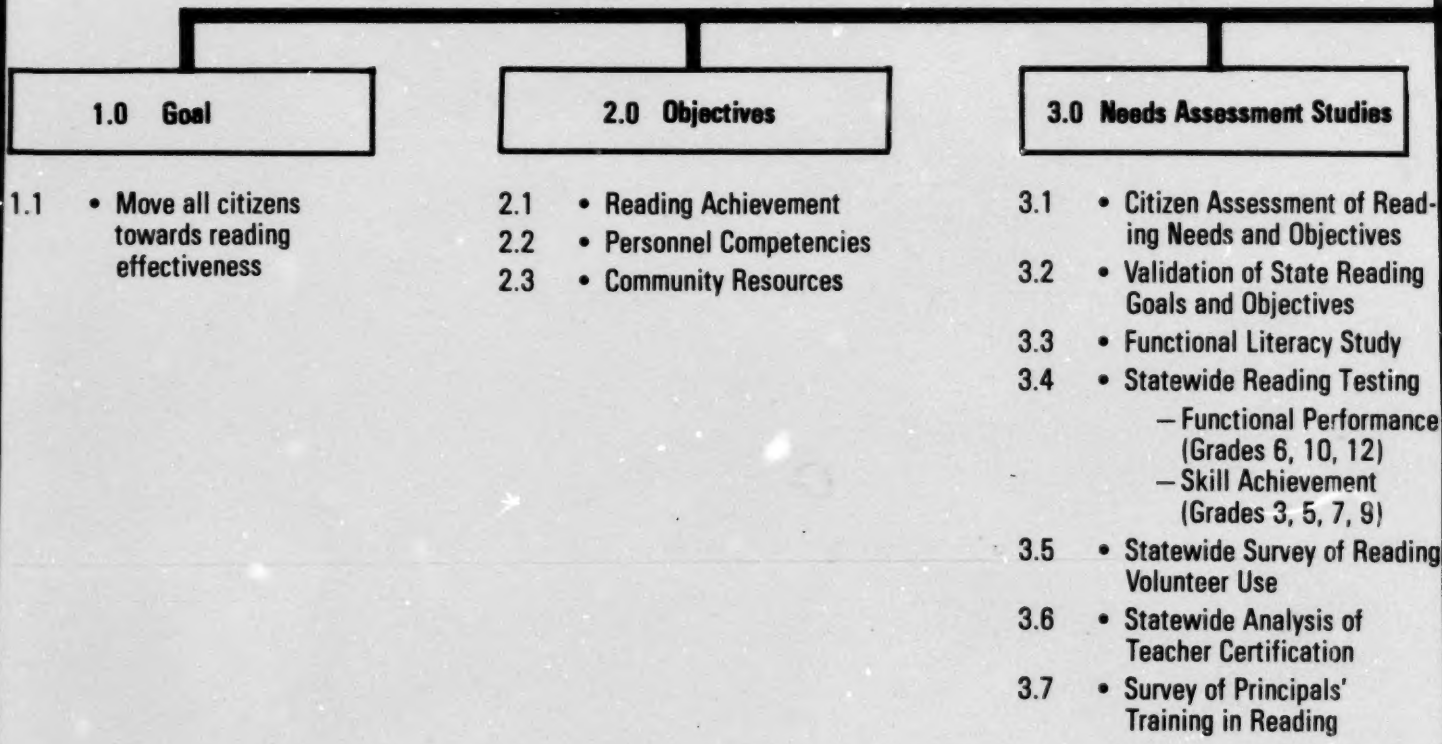
COMPONENTS AND CONTENT

Organization of the Comprehensive Plan:

The comprehensive plan is presented in this document in sequential steps which show the Maryland reading effort as accomplished (1971-74), and present and future plans (1975-80). This plan demonstrates a set of ideas based on citizen concerns and needs assessments that are being translated into a reading program for the State.

Overview:

The overview outlined in Figure 1 indicates the major areas of programming efforts which are later described in the documentation section (p. 6).


1.0 Goal
2.0 Objectives
3.0 Needs Assessment Studies
1.1 • Move all citizens towards reading effectiveness
2.1 • Reading Achievement
2.2 • Personnel Competencies
2.3 • Community Resources
3.1 • Citizen Assessment of Reading Needs and Objectives
3.2 • Validation of State Reading Goals and Objectives
3.3 • Functional Literacy Study
3.4 • Statewide Reading Testing
— Functional Performance (Grades 6, 10, 12)
— Skill Achievement (Grades 3, 5, 7, 9)
3.5 • Statewide Survey of Reading Volunteer Use
3.6 • Statewide Analysis of Teacher Certification
3.7 • Survey of Principals' Training in Reading

5.0 Strategies

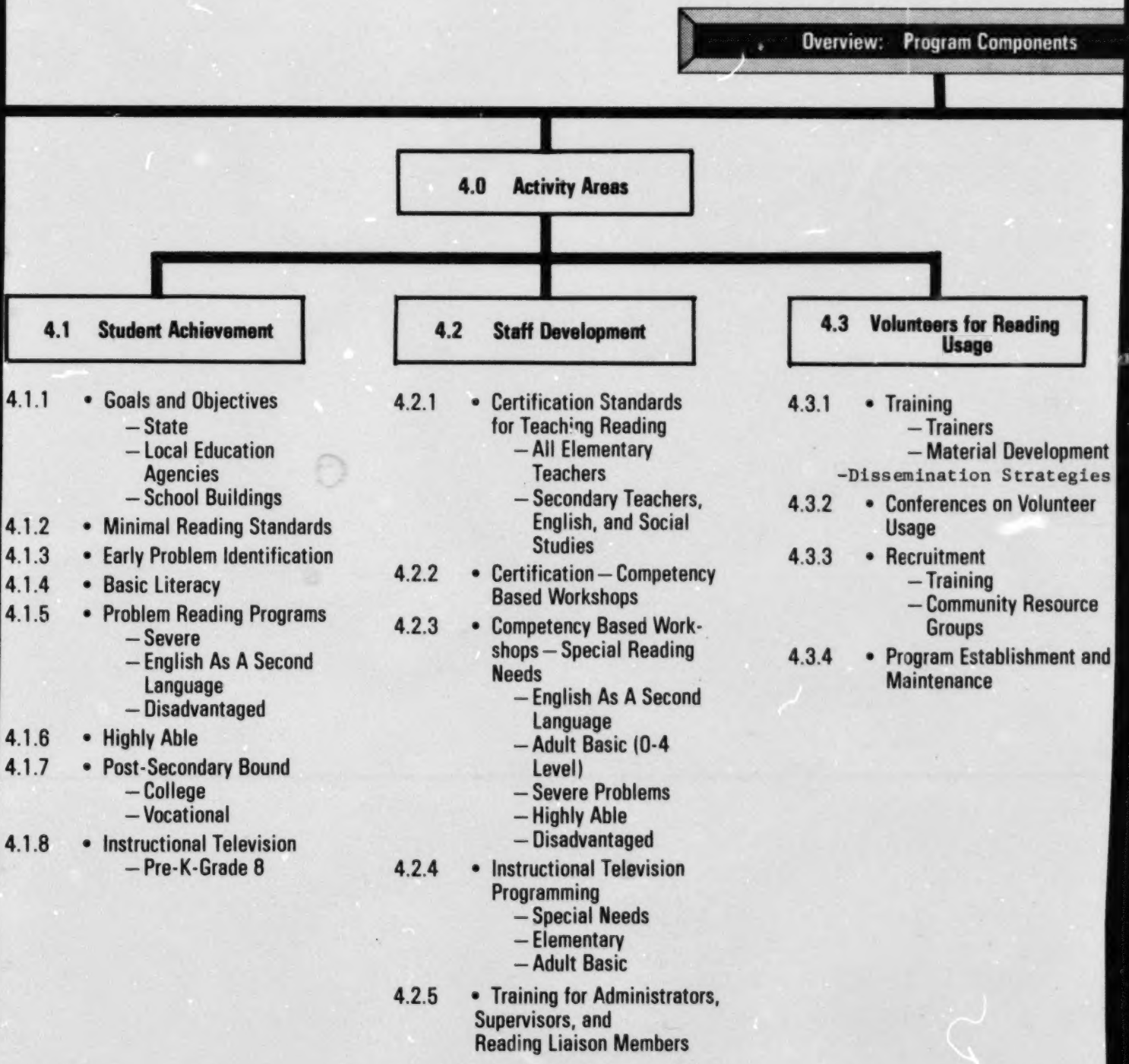
- 5.1 • Reading Top Priority
- 5.2 • Needs Assessment
- 5.3 • Organizational Structure
- 5.4 • Technical Assistance and Training Program
- 5.5 • Validation Through Criteria for Success
- 5.6 • Promising Reading Practices
- 5.7 • Conferences and Workshops
- 5.8 • Private and Volunteer Involvement
- 5.9 • Current Research in Reading
- 5.10 • Teacher Certification Changes
- 5.11 • Systems
  - — Planning
  - — Communication
  - — Dissemination
  - — Operation
  - — Evaluation

  → Organizational

6.0 Technical Assistance

- 6.1 • Program Areas — Development and Implementation
- 6.2 • Reading Policy
- 6.3 • Materials, Federal, State, and Local
- 6.4 • Research to Locals
- 6.5 • Consultative Services
- 6.6 • Workshops, Conferences, and Training Seminars
- 6.7 • Instructional Television
- 6.8 • Financial Aid

Figure 1


Overview: Program Components
4.0 Activity Areas
4.1 Student Achievement
4.1.1 • Goals and Objectives
– State
– Local Education Agencies
– School Buildings
4.1.2 • Minimal Reading Standards
4.1.3 • Early Problem Identification
4.1.4 • Basic Literacy
4.1.5 • Problem Reading Programs
– Severe
– English As A Second Language
– Disadvantaged
4.1.6 • Highly Able
4.1.7 • Post-Secondary Bound
– College
– Vocational
4.1.8 • Instructional Television
– Pre-K-Grade 8
4.2 Staff Development
4.2.1 • Certification Standards for Teaching Reading
– All Elementary Teachers
– Secondary Teachers, English, and Social Studies
4.2.2 • Certification – Competency Based Workshops
4.2.3 • Competency Based Workshops – Special Reading Needs
– English As A Second Language
– Adult Basic (0-4 Level)
– Severe Problems
– Highly Able
– Disadvantaged
4.2.4 • Instructional Television Programming
– Special Needs
– Elementary
– Adult Basic
4.2.5 • Training for Administrators, Supervisors, and Reading Liaison Members
4.3 Volunteers for Reading Usage
4.3.1 • Training
– Trainers
– Material Development
-Dissemination Strategies
4.3.2 • Conferences on Volunteer Usage
4.3.3 • Recruitment
– Training
– Community Resource Groups
4.3.4 • Program Establishment and Maintenance

7.0 Materials

- .1 • Needs Assessment Data
- .2 • Workshops, Conferences, and Seminar Training
- .3 • Reading Guidelines
- .4 • Curriculum
- .5 • Brochures and Bulletins
- .6 • Technical Assistance
- .7 • Statewide Testing
- .8 • Early Identification
- .9 • Staff Development
- .10 • Volunteers
- .11 • Professional Material Kits
- .12 • Current Research in Reading

8.0 Personnel Implementation

8.1 • State
- — Director (Petre)
- — Staff (Holden)
  (Beusch)
  (Jackson)
  (Kotulak)
  (Richardson)
- — Task Force (External)
- — Cross Bureau Coordination (Internal)
  Library (Williamson)
  Research (Mitzel)
  CUSP (London)
  ITV (Deardorff)
  Special Education (Froehlinger)
  Adult Continuing (Cornish)
  Public Information (Crenson)
  Vocational (Conaway)

8.2 • Support
- — Collegiate Educators in Reading (21 institutions)
- — Reading Liaison (24 school systems)
- — Coordinators of Volunteers (24 school systems)
- — Coordinators of Early Identification (24 school systems)

9.0 Evaluation

9.1 • Evaluation Design
- — Formative
- — End Product
- — Summative

9.2 • Areas
- — Student Achi
- — Staff Compet
- — Maryland Ba Reading Test
- — Maryland Te vation Instru
- — Iowa Test of Skills or Mar Proficiency S
- — Volunteer Uti
- — Standards fo Successful R

9.3 • Programs of Prom

DOCUMENTATION

Process Model:

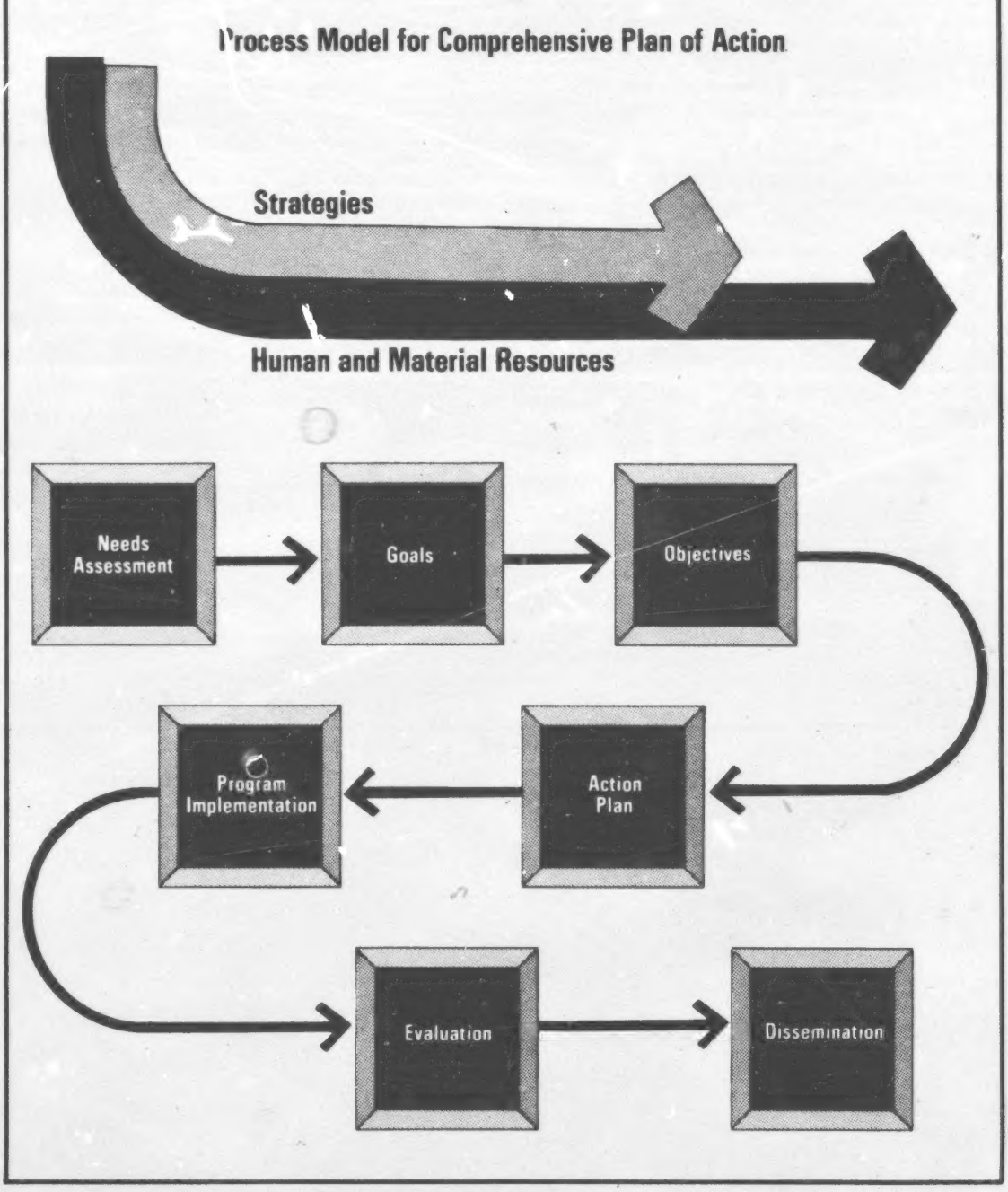
The process model presented in Figure 2 indicates the method used by the State Department of Education reading team to complete its comprehensive plan. The sequence of activities followed by the reading team included a needs assessment from which the basic State Department Goal for the 80's was developed. Based on this goal, three major objectives were developed which focused on reading achievement, personnel competencies, and community resources. To accomplish objectives in these areas, a tentative product oriented plan of action was prepared. Based on this plan of action, the staff was assigned specific responsibilities for each of the three objectives based on their individual expertise. The evaluation design developed early in the State's reading program was applied to help determine the effectiveness and efficiency of products, personnel, and the degree to which each of the objectives was being achieved as stated. Dissemination has been an ongoing effort of the State Right to Read program. Since the activities planned are primarily product oriented and information is needed for the training and technical assistance components, dissemination is one of the most critical aspects of the entire effort.

The strategies used to carry out the efforts during the comprehensive planning process included establishing reading as a State priority, providing technical assistance and training, validating programs, identifying promising reading practices, conducting conferences, workshops, and seminars, providing private and volunteer involvement, institutionalizing teacher certification standards which were applied statewide to teachers of reading. These and other strategies were main vehicles applied to the processes that we have illustrated. These strategies will continue to be applied during the development and achievement of the three basic state objectives of Right to Read.

One additional strategy included using an integrated systems model in which planning, communication, dissemination, operation, and evaluation were considered within the organizational context and framework of the State Reading Team's efforts.[1] These systems appear on the overview and will be described later more specifically according to each objective.

[1] The State Reading Team is composed of six staff specialists from the Curriculum Section of the Division of Instruction including the Consultants in Reading (Chairman); in Foreign Languages, ESOL, and Bilingual Education; in Elementary Education; and the Specialists in Reading/Learning Problems; in English; and in Volunteers in Reading.

Figure 2


Process Model for Comprehensive Plan of Action
Strategies
Human and Material Resources
Needs Assessment
Goals
Objectives
Program Implementation
Action Plan
Evaluation
Dissemination

3.0 . *Needs Assessment Studies:*

The state needs assessment studies conducted over the last four years demonstrate the problems, indicate the priorities and the resultant State objectives, and supporting activities. Needs were obtained from the Maryland State Department of Education documentation (Exhibit on file, Maryland State Department of Education):

(1) *Needs Assessment and Goals Validation for Maryland Public Education*

The Maryland State Department of Education in 1972 surveyed Maryland citizens to help establish statewide goals. Maryland citizens ranked reading as the number one, "most important" goal. Therefore, a statewide effort for a new level of program achievement for reading was carried out. The first step in this achievement was the establishment of statewide goals for student achievement in reading.

(2) *Validation of Basic Reading Goals and Behaviors for a School Program*

The Maryland State Department of Education in 1972 used a familiar and sound research process, the Delphi technique, to select 15 citizen groups to validate minimal reading standards for students by Grade 6, 10, and 12. These basic reading behaviors which are necessary to cope with reading demands in society are the minimal standards for a functional reader in Maryland.

(3) *Census Report*

The Maryland State Department of Education used the U. S. Census Bureau's Report of 1971 classification of functional illiterates to determine that 25% of the citizens of Maryland over 15 years of age have less than Grade 8 educations. Using the U. S. Office of Education criteria for adult basic education, there is a need for programs, personnel training, and community resources to provide literacy programs.

(4) *Maryland Basic Skills Reading Mastery Tests*

The Maryland State Department of Education developed and administered tests Statewide in 1973. These tests measured the three adopted State objectives. The results stressed the need to emphasize

minimal functional reading skills as well as self motivation for reading through program development, personnel training, and community resources.

(5) *Maryland's Accountability Testing*

The Maryland State Department of Education assessed the literal comprehension skills of students in Grades 3, 5, 7, and 9 for the 1972-73 school year. The results showed decreased achievement in the higher grades and indicated a new need for emphasis on student achievement especially in middle and secondary schools.

(6) *Statewide Survey of Volunteer Usage*

The Maryland State Department of Education conducts yearly a survey to determine the utilization of volunteers in reading from available community resource groups. The results from the first survey in 1972 show fourteen school systems using only 5,156 volunteers. There is a need to increase the utilization of this potential human resource.

(7) *Analysis of Certification for Teachers*

The Maryland State Department of Education, through a State Board resolution in 1972, changed teacher certification requirements making a three-hour course in the teaching of reading mandatory by 1975 for preparation and for teachers in elementary and secondary English and social studies presently teaching. State Plan objective two was developed as a response to this mandate so that such a reading course could be provided for the approximately 3,000-5,000 teachers yearly who needed certification renewal.

2.9 . *Goal and Objectives:*

This comprehensive plan provides an encompassing set of objectives based on the results of the needs assessment which fuse the Right to Read and State Goals and Objectives. These objectives are presented below:

Goal for Reading in the 80's

By 1980 the Maryland State Department of Education will institute three major reading objectives concerned with student achievement, supportive personnel competencies,

and efficient use of State resources which will move all citizens toward reading effectiveness. For some, this effectiveness will mean literacy at a functional reading level; for some, at a literal reading level; and for others, at critical and creative reading levels. These objectives will move the citizens toward a reading capacity to cope with the emerging literate world of the 80's.

Major Program Product Objectives

The three major product objectives based on the above goal for the State Action Plan are:

(1) *Reading Achievement.* By 1978, the Maryland State Department of Education will provide a comprehensive reading program for all groups of readers within the State entitled: *Standards for a Successful Reading Program.* This program will be used by local education agencies both for evaluating each school in the State system and for validating promising reading programs. This objective will be completed when each school system documents for the Maryland State Department of Education that it complies with *Standards for a Successful Reading Program.* All statements must conform to the following structure: Point of View About Reading, Reading Program Goals and Objectives, and Program Implementation.

(2) *Personnel Competencies.* By 1980, the Maryland State Department of Education will develop and implement a major training effort aimed at improving the reading competencies of teachers, supervisors, and administrators in the local educational agencies throughout the State. This objective will be completed when 100 per cent of the professional personnel achieve the new certification standard of three credit hours in the teaching of reading set by the Maryland State Board of Education.

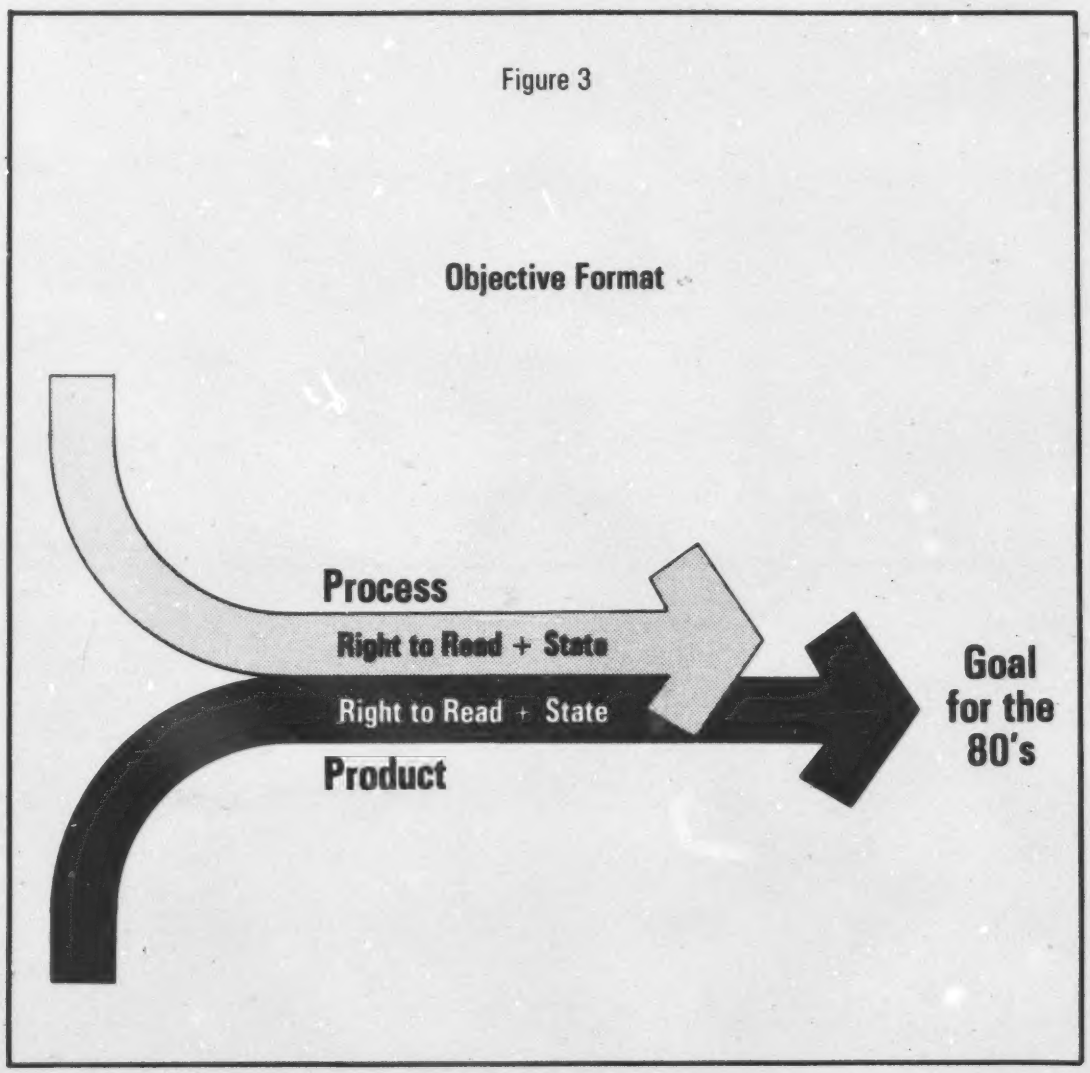
(3) *Community Resources.* By 1980, the Maryland State Department of Education will develop a corps of 17,000 volunteers in reading from throughout the State extending the current projection of program expansion. This corps will provide teachers with services to reinforce student reading skills for increased achievement. As an effect of volunteer involvement, an improve-

ment in community-school relationships is expected. This objective will be completed when a corps of 17,000 volunteers are trained and placed in the schools.

Maryland's Commitment to Right to Read

Figure 3 illustrates the objective format used in fusing both Right to Read and Maryland's process and product objectives in order to arrive at a united goal for reading in the 80's.

Figure 3



To demonstrate how Maryland gives minimum commitments to the Right to Read effort, Figure 4 was prepared.

Figure 4

Maryland's Minimum Commitments to Right to Read

	Completed	On-Going	Developing
1. Reading a Priority	X		
2. State Right to Read Director	X		
3. State Needs Assessment	X		
4. Teacher Certification	X		
5. Comprehensive Plan	X		
6. Organizational Structure	X		
7. Assess Right to Read Effort	X		
8. Delivery System	X		
9. Select LEA Sites	X		
1. Continuous Statewide Assessment		X	
2. Develop Strategies for Goals and Objectives		X	
3. Provide Technical Assistance		X	
4. Provide LEA Right to Read Directors		X	
5. Assist LEA's Needs Assessment		X	
6. Use Right to Read Materials		X	
7. Sponsor State Conferences and Workshops		X	
8. Develp Multiplier Effect		X	
9. Provide Office of Education Information		X	
10. Provide Monitoring Systems		X	
11. Develop Dissemination Vehicles		X	
12. Identify, Validate and Disseminate Promising Programs		X	
1. Establish "Standards for a Successful Reading Program"			X
2. Identify and Validate Reading Programs			X
3. Expand Right to Read Strategies			X

These commitment criteria are established by the federal Right to Read Office. The figure shows how the State is progressing toward commitment by indicating three levels of involvement: completed, on going, and developing.

4.0 . *Activities:*

The activities needed to support the comprehensive plan of action for each of the three major reading objectives are presented in this section.

General Plan of Action

A general plan of action was developed by the Maryland State Department of Education in order to guide its Right to Read effort and to achieve both national and State reading goals. The plan of action includes only those activities necessary to accomplish the major objectives. It is a general plan as indicated. Additional documentation to support the activities are indicated and listed either in the Overview, narrative of the manual, or Appendices and Exhibits which support the goals of the Right to Read effort.

Schematic Presentation of Activities

Figure 5 illustrates activities supporting the State comprehensive plan of action for each major objective under development. Specifically, the three objectives address: reading achievement, personnel competencies, and community resources. These objectives began in 1971 and will continue through 1980. The general activity plan is organized with three basic components. Component A details accomplished activities between 1971-74 for each objective. Component B specifies the current and ongoing activities of the State Reading Team for the 1975-76 and 1976-77 school years. Contrasting to Component C, the first two components were developmental and carried out by the Maryland State Department of Education in cooperation with the local school systems. Component C extends activities from 1978-1980 in less detail yet is critical to the total operation of the plan because during this time each LEA will complete their implementation of the State program with the State Reading Team providing technical assistance support.

Product Orientation. An important factor of the general activity plan is that all activities are product oriented. Each activity is recorded at the final time it is to be completed in the form of a product. This orientation was selected because of the traditional product/leadership role of the Maryland State Department of Education. The State Reading Team has exhibited unusual competencies in the development and operation of the Right to Read activities from 1971-74. Continuation of the product ac-

tivity orientation allowed for maximum flexibility of staff and communication with the LEA's in order to achieve future efficiency and effectiveness.

Activities Described. The major activities illustrated in Figure 5 are essential for achievement of the objectives of this plan. They are divided into three activities areas: Student Achievement, Staff Development, and Utilization of Volunteers in Reading.

Student achievement activities will result in minimum Statewide reading program characteristics. These characteristics are: Statewide reading goals and objectives for students, minimal achievement standards (functional reading behaviors) for all students, early identification of potential learning/reading problems, basic adult literacy studies, reading instruction for self-selection skills in Pre-K to Grade 8, and specialized programs as needed. The activities for specialized programs establish the goals, teaching strategies, and learning activities for implementing programs for students who have severe problems, those using English as a Second Language, the disadvantaged, the highly able, and post-secondary bound needing assistance in reading at college or in specialized vocational trades.

Since all these activities are product oriented, the Maryland State Department of Education houses an exhibit of the completed activities such as: 4.1.1 Goals and Objectives, 4.1.2 Minimal Reading Standards, 4.1.3 Early Problem Identification Guidelines and Instruments, and 4.1.8 Instructional Television Series. (See Bibliography, p. 24.) Ultimately the results of these activities will be compiled into a comprehensive, yet balanced, reading program entitled *Standards for a Successful Reading Program,* which will be used statewide to implement this plan in the local educational agencies from 1978 to 1980. These standards will serve as criteria for validating promising reading programs. Each activity so placed will have been cooperatively developed, piloted, refined, and implemented for validation by the State Department and local systems.

The staff development activities will accomplish the second objective of the plan broadening personnel competencies. Some competency-based model workshops will allow teachers to meet the new certification standards. Other competency based workshops will train teachers to work with children having special reading needs. Model workshops presented on television will make training more accessible to teachers. The training of administrators,

content supervisors, and reading liaison members will provide essential background, coordination, and plans to initiate the established activities. Such training will encourage the LEA's to work cooperatively in a united effort to implement the State Plan. Again, the Maryland State Department of Education houses exhibits of these products such as: 4.2.1 State Poard Resolution on Certification Changes, 4.2.2 Competency Based Model Workshop Outlines, 4.2.3 Competency Based Model Workshop Outlines for Special Needs, and 4.2.5 Proceedings From Training Sessions. These products have also been published and disseminated in publications. (See Bibliography, p. 24.)

The activities in Utilization of Volunteers in Reading will achieve the third objective. The activities involve recruiting, training, and placing volunteers in the schools. The community resources for volunteers are very diverse: aged, parents, college students, business, peers, and other citizens. Volunteers receive up to twenty hours of pre and inservice training. Classroom teachers receive orientation for the effective use of volunteers. To date, these activities have developed a corps of over 14,000 volunteers in reading according to documentation housed at the Maryland State Department of Education and disseminated. (See Bibliography, p. 24.)

5.0 . *Strategies:*

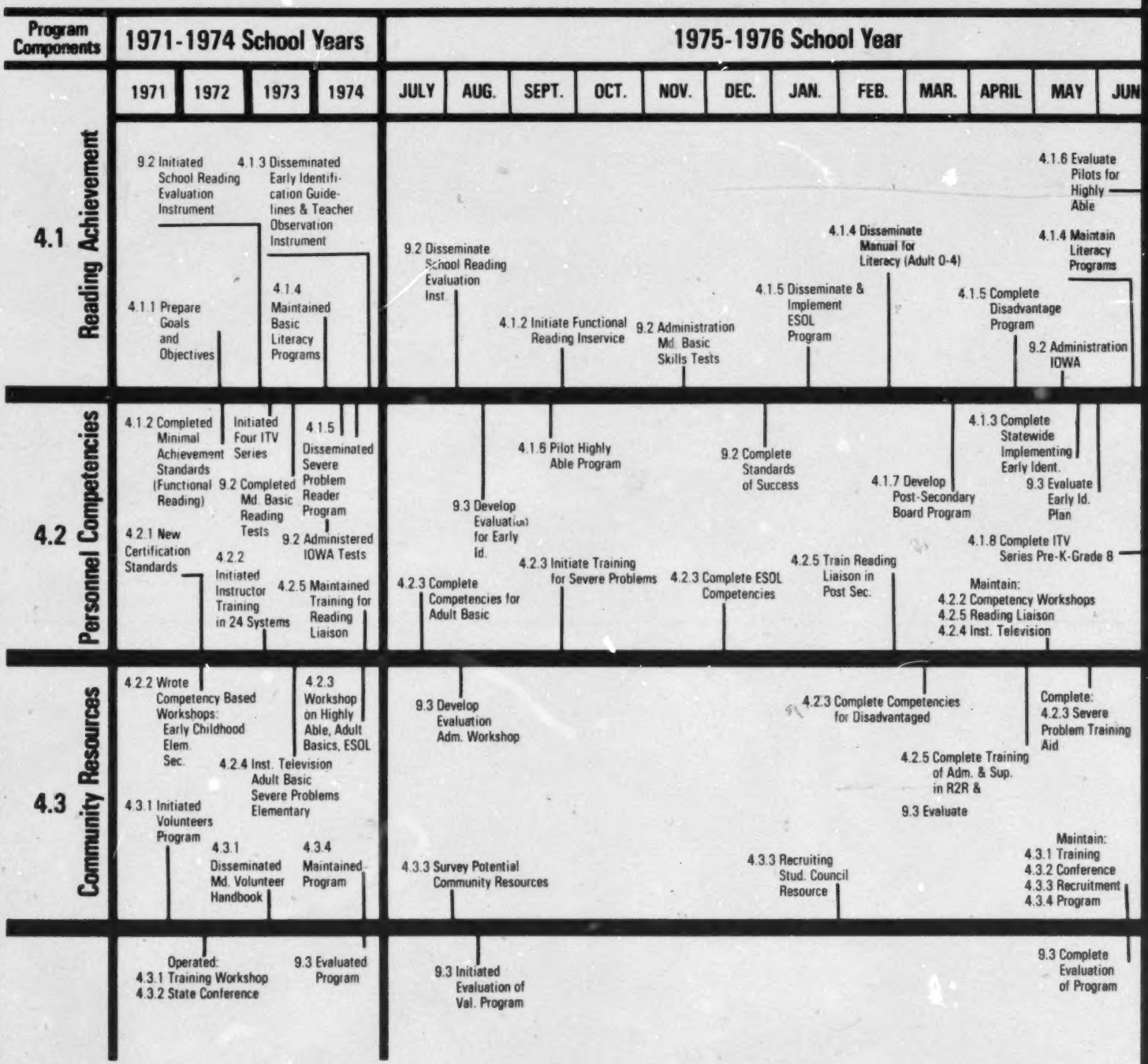
The strategies used to complete this plan to date and in the future are listed in the Overview (5.0). Ten basic strategies are used: (1) having the Maryland State Board of Education establish reading as a priority, (2) conducting entering and continuous needs assessments, (3) developing an organizational and personnel structure, (4) providing technical assistance and training, (5) validating reading program using *Standards for a Successful Reading Program* as criteria, (6) listing promising practices, (7) conducting conferences and workshops, (8) involving the private sector and volunteers, (9) disseminating research in reading and (10) changing teacher certification. The list is self explanatory and involves a cooperative effort of State Department, local system, and teacher training institution personnel.

Perhaps the success of the program to date is an eleventh basic strategy used to achieve the State Plan. That is, the implementation of a Right to Read systems approach. Figure 6 illustrates this systems approach in the six operative systems in Maryland that carry out the Right to Read goals and objectives. These systems are centered on the

Figure 5

Right to Read Activity Plan

A.



B.

C.

1976-1977 School Year

1978-1980

JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE

Maintain Statewide:
4.1.2 Functional Reading
4.1.4 Basic Literary
4.1.5 ESOL
4.1.8 ITV
4.1.3 Early Ident.
4.1.4 Basic Literacy

4.1.5 Implement Severe Problem

4.1.6 Implement Highly Able

9.2 Complete 100% of Schools Achieving Standards of Success

Complete Statewide Implementation:
4.1.6 Highly Able
4.1.8 Post Sec.

4.1.8 Pilot Post Secondary

4.1.5 Complete Statewide Implementation of Severe Problem and Disadvantaged

9.2 Initiate effort for all schools to achieve Standards of Success

Maintain:
4.2.2 Competency Workshop
4.2.5 Reading Liaison
4.2.4 Inst. Television
4.2.3 Severe Problems
4.2.3 Disadvantaged
4.2.3 ESOL

4.2.3 Complete Competencies for Highly Able Teachers

4.2.3 Train Teachers for Highly Able

9.2 Complete 100% Personnel Trained: Div. of Inst., Reading Liaison, Teachers, Elem., Eng. & Soc. St.

4.2.5 Complete Plans in Liaison's for R2R

4.3.3 Survey Potential Resources: Business, Artists, Athletics

Maintain:
4.3.1 Training
4.3.2 Conferences
4.3.3 Recruitment
4.3.4 Program

9.2 Complete:
17,000 volunteers trained and used

organizational and administrative activities of the State Department of Education through its reading program. As indicated in Figure 6, the planning, communicating, disseminating, operating, and evaluating systems overlap in function to provide the most effective and efficient mix of resources to carry out the State's reading program.

Figure 6

Right to Read Systems

Implementation:

This section of the plan will cover four areas: Organization, Personnel, Technical Assistance, and Materials.

Organization. In response to the State Board's resolution for a priority in reading, the State Superintendent of Schools assigned the planning and implementing through a linear-hierarchical structure. Thus, the organization developed for the Maryland State Department of Education and implemented is outlined in Figure 7. The Assistant State Superintendent in Instruction completed the organizational structure by establishing a State Reading Task Force, with advisory duties, a Reading Team, a Cross Bureau Coordination Liaison Team, and numerous support groups. The key groups for real implementation are the Reading Team and the twenty-four school systems' Reading Liaison members. It is their duty to develop, administer, and supervise the comprehensive plan of action.

8.0 . *Personnel:*

The State Department of Education in 1972 designated personnel for planning and implementing the Right to Read priority. First, it named a Right to Read Director, Chairperson of the Reading Team and Chairperson of the State Reading Task Force: Richard M. Petre. Second, individuals with necessary backgrounds were reallotted time for an assignment on the Reading Team: Alice A. Holden, Consultant in Elementary Education; Ann Beusch, Specialist in Foreign Languages, ESOL, and Bilingual Education; Sally Jackson, Specialist in Volunteers; Victor Kotulak, Specialist in English; and Anne Richardson, Specialist in Reading/Learning Problems.

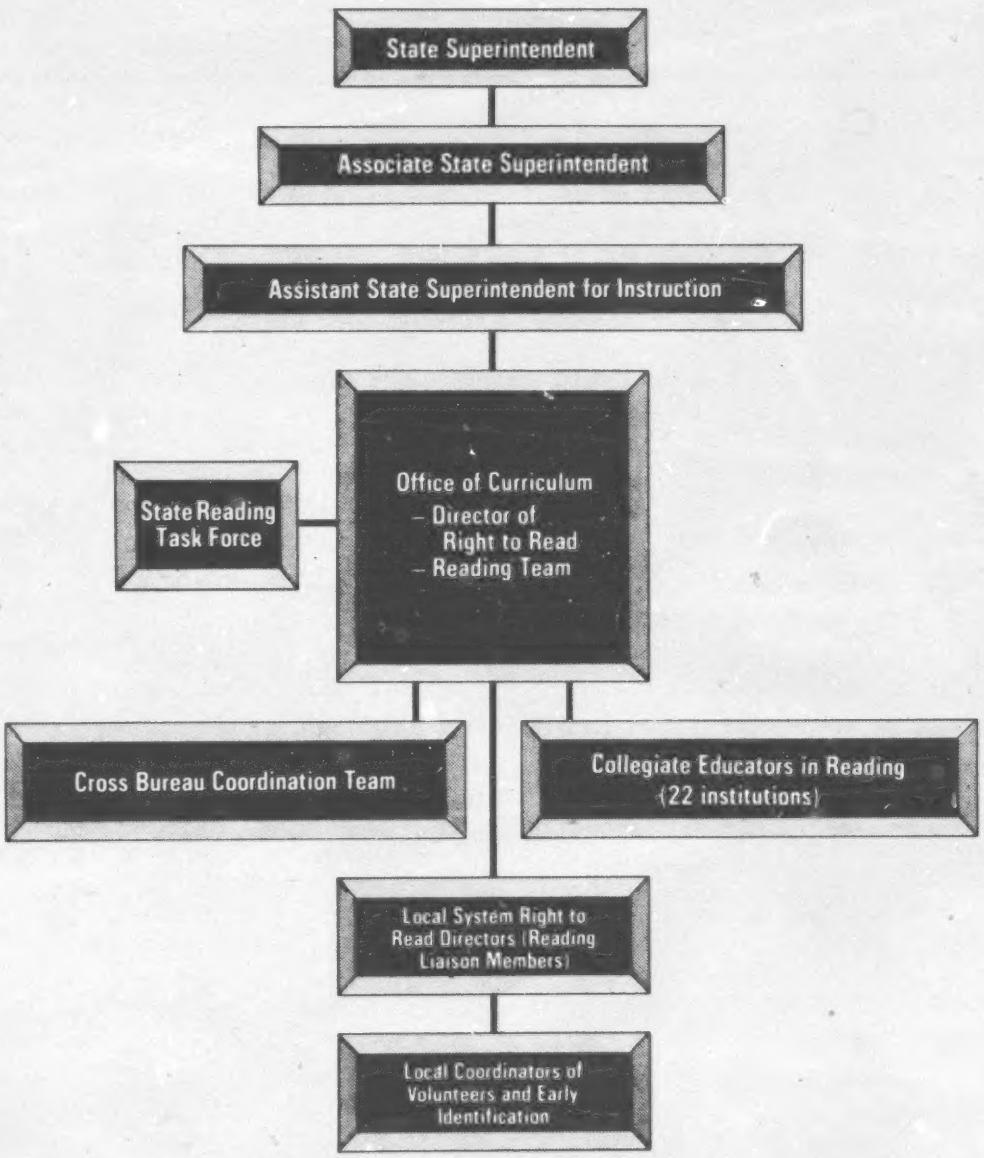
For advisement, a State Reading Task Force was established providing external input. Appendix A lists the members.

Next, a Cross Bureau Coordination Team was established. The bureau liaison includes: Media Services, Research, Compensatory, Urban and Supplementary Programs (C.U.S.P.), Instructional Television, Special Education, Adult Continuing Education, Vocational Education and Public Information. One purpose of this team was to coordinate all efforts within a framework of cross bureau coordination. Such an idea was proposed by Dr. Ruth Love Holloway as an umbrella concept.

Umbrella Concept. From the very beginning of its Right to Read effort, the State of Maryland has sought to involve as many divisions and units as it could to support reading goals and objectives. Once reading was given top priority within the State, the use and consideration of many divi-

Figure 7

Linear-Hierarchical Organization Structure


State Superintendent
Associate State Superintendent
Assistant State Superintendent for Instruction
Office of Curriculum
– Director of Right to Read
– Reading Team
State Reading Task Force
Cross Bureau Coordination Team
Collegiate Educators in Reading (22 institutions)
Local System Right to Read Directors (Reading Liaison Members)
Local Coordinators of Volunteers and Early Identification

sions and units to accomplish Right to Read objectives was facilitated. This policy, established by the State Superintendent of Schools, included the resources and technological considerations that were needed within the Department to accomplish three broad objectives specified for reading through the 80's. The umbrella concept has worked effectively thus far in the three-year effort of the Department. It will continue to be used to enhance the effectiveness of current reading activities.

The other personnel involved in the Right to Read plan included four support groups. First, collegiate educators of reading were used to support needed help at the State level and to provide technical assistance to the local school systems. Second, all local school superintendents designated a person, reading liaison or local Right to Read Director, they wished to be in charge of implementing the State plan in their school system. Appendix B lists these members. To help the reading liaison person, two coordinators were selected by each local superintendent for the volunteer corps and the early identification procedures.

6.0 . *Technical Assistance*

Technical assistance in Maryland is conceptualized to include all the services and materials which have been used to carry out its reading effort since the beginning of the reading team. The goal of technical assistance, which includes the best utilization of State resources for reading, along with providing the skills and competencies, is to achieve the goal of reading for the State. Technical assistance includes using policy statements, guidelines, regulations, information, and research from the U.S. Office of Education and other agencies to develop and improve its own Right to Read effort. Other assistance in the Maryland plan includes consultive services; utilization of television training; training workshops, conferences, and seminars; and financial aid. These efforts of technical assistance provided the quality results (Right to Read Activity Plan, Component A, p. 16-17) illustrated to date in the Right to Read program.

7.0 . *Materials:*

To implement this plan, the Maryland State Department of Education will provide a variety of materials to accomplish the State goal and objectives. Materials are conceptualized to mean all the print and non-print, media and human resources needed to implement the plan with effectiveness and efficiency. Such materials include needs assessment results (refer to page 8); proceedings of conferences, workshops and seminars; current research in

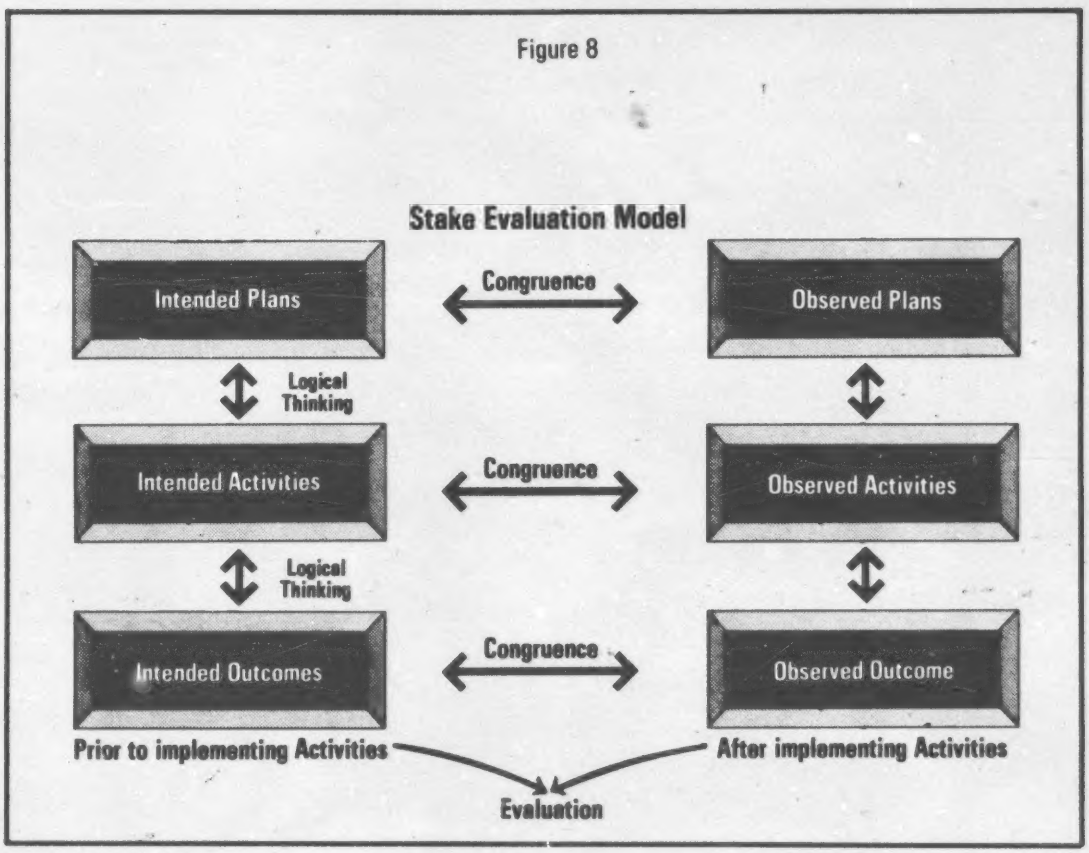
reading; reading guides; curriculum, brochures and bulletins; technical assistances; Statewide testing; early identification; staff development; volunteers; professional material kits and inservice multimedia kits. Exhibits of these products are housed at the Maryland State Department of Education.

9.0 . *Evaluation:*

Over the last several years, the reading team has carried out a major evaluation of its test development, state goals and objectives, and the minimal basic standards for reading competencies. These efforts have been intensive and have helped produce high quality, effective reading products which have been implemented statewide. The success of these evaluation efforts has led the team to expand its evaluation to other segments of the reading program. As the need for expanding evaluation became evident, it likewise became apparent that an overall design was essential to oversee major program efforts.

Evaluation Design. An evaluation design was selected and implemented. This design, based on Stake Model, is summarized below:

Figure 8



In the Stake model, which is the basis for the Maryland State Department of Education design; the observed plans, activities, and outcomes are compared to the intended plans, activities, and outcomes. The degree to which there is congruence between intentions and observations of real events is the source for evaluation. Maryland's approach has greatly simplified the basic model. The approach of the Reading Team is aimed at products and outcomes based on their intended use. From this approach, evaluation centers on the degree to which the team is able to produce its tests, materials, and provide assistance activities based on preconceived, well thought out plans. The two types of evaluation in this process are formative and summative or end-product. Formative is concerned with the intended plans and activities. Summative or end-product is concerned with the outcomes of the Right to Read efforts.

DISSEMINATION

As indicated earlier in this document, the Reading Team has had a product or outcome orientation as the means through which it could accomplish its objectives. With this orientation, it became important to have an effective and efficient dissemination system. Dissemination in this case required a carefully defined set of documents for each of the activities undertaken by the Reading Team to provide technical assistance. (See Bibliography, p. 24.) In the broader sense, dissemination was also carried out through brochures, materials, promising reading programs and other publications that went out to the general public. (See Bibliography, p. 24.) All dissemination has been an integrated structured part of the current Right to Read effort. Such efforts will continue to support and enhance the Right to Read goals and objectives through the 80's.

SUMMARY

Summation:

This Plan has three major focuses. First, it describes for the readers real world events of Maryland's reading program so they can observe plans, activities, and outcomes. Second, it describes the real world products achieved in Maryland's reading program (1971-1974) by documenting them. Finally, it describes the intended plans, activities, and outcomes in Maryland's reading program (1975-1980) which will result in moving all citizens toward reading effectiveness by increasing reading achievement, improving personnel competencies, and using community resources.

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* 3. *Functional Reading*, Volume 1, 1975, pp. 1-17.
* 4. Census Report, 1971.
* 5. *Maryland Accountability Program School Year 1973-74.* Westat Research, Inc., 1975.
* 6. *Survey of Volunteers in Reading Programs in 1974-75.*
* 7. Maryland State Board of Education Resolution #1972-16, Certification Change in Reading.

For Activities:

Student Improvement

* 1. *An Aid in the Development of Goals and Objectives.* (Samples from Systems)
* 2. *Functional Reading*, Volumes 1 and 2, 1975.
* 3. *Guidelines: Early Identification and Instructional Programming for Learning Problems, 1975.*
* 4. Four ITV Series:
  - Reading I: *Book, Look, and Listen*
  - Reading II: *Spinning Stories*
  - Reading III: *Once Upon a Town*
  - Reading IV: *Readers' Cue*

Staff Development

* 1. Maryland State Board of Education Resolution #1972-16, Certification Change in Reading.
* 2. *Early Childhood Inservice Program on the Teaching of Reading.*
* 3. *Elementary Inservice Program on the Teaching of Reading.*
* 4. *Secondary Inservice Program on the Teaching of Reading.*
* 5. *Inservice Course for the Teaching of Severe Problem Readers.*
* 6. Two ITV Series
  - *Teaching Children with Special Needs*
  - *Teaching the Adult*

Volunteers

* 1. *Handbook for Utilization of Volunteer Services.*

For Strategies:

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* 2. *Public Education in Maryland Newsletter*, Vol. xxi, No. 3, December, 1972.
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  - Nave, Dorothy, Dorchester County, *Right to Read Language Experience Program*

— Skarbek, James, Baltimore County, Lansdowne Elementary School, *Project Successful Beginning;* Pine Grove Elementary School, *Reading, A Catalog of Reading Programs*
— Wilcox, Peter, Howard County, West Friendship Elementary School, *Accept and Challenge*

* 5. Maryland Reading Institutes
— Frank, Barbara, ed. *Reading: The State's Priority,* 8th Annual Procedings, 1974.
— Petre, Richard M. "Maryland's Reading Priority" 9th Annual Program, Speech and Handout, 1975.
* 6. State Reading Conferences' Programs

For Materials:

Student Improvement

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* 2. *Functional Reading,* Vols. 1 and 2, Maryland State Department of Education, 1975.
* 3. Functional Reading Tapes/Filmstrips, Maryland State Department of Education, 1975.
— Introduction
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— Intermediate
— Middle
— Secondary
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* 5. Early Identification Slides/Filmstrips, Maryland State Department of Education, 1974.
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* 7. *Perceptual-Motor Learning Guidelines,* Office of Curriculum Development, Baltimore City Public Schools, 1973.
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*14. *Right to Read '75,* Volumes 1 and 2, International Reading Association, 1975.

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* 2. *Instruction in Maryland,* Maryland State Department of Education, 1974-75.
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* 4. *Reading in Maryland,* Maryland State Department of Education, 1975.
* 5. "Instruction: Maryland's Reading Break-Through." *Successful School Administration,* Vol. II, No. 11, 1975.
* 6. Petre, Richard M. "Early Identification," *Maryland PTA Bulletin,* 1974.
* 7. *Right to Read '75,* Volumes 1 and 2. International Reading Association, 1975.
* 8. "Maryland Educational Priorities: Reading," *Early Childhood Education, Human Relations,* 1973.

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* 1. *Maryland Basic Skills Mastery Tests,* A, B, C. Maryland State Department of Education, 1974.
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Planned Publications:

For Needs Assessment:

1. Maryland Accountability Program Report, Yearly.

For Activities:

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2. Programs for Post Secondary Bound.
3. Programs for Disadvantaged.
4. Competencies for Teachers in ESOL.
5. Competencies for Teachers of Highly Able.
6. Competencies for Teachers of Disadvantaged.

For Strategies:

1. State Right to Read Plan.
2. Current Research in Reading.

For Materials:

1. Standards for a Successful Reading Program.
2. Series. "Maryland's Reading Program Guides"

For Dissemination:

1. Program for U.S.O.E., January 1976.
2. Reading Conference. University of Delaware, 1976.

For Evaluation:

1. Maryland Proficiency Tests.

APPENDIX A

Reading Task Force
1975-76

Mr. David Bender
Assistant Director
School Media Services Section
Division of Library Development
and Services
Maryland State Dept. of Education

Mrs. Harriet Bernstein
6213 Winnebago Road
Washington, D. C.

Mrs. Alberta Brown
Centreville, Maryland 21617

Miss Charlotte Conaway
Specialist, Special Programs
Division of Vocational-Technical
Education
Maryland State Dept. of Education

Mrs. Thelma Cornish
Coordinator of Adult Education
Division of Instruction
Maryland State Dept. of Education

Mr. William Coviello
Acting Coordinator, Special Projects
Unit
Division of Special Education
Maryland State Dept. of Education

Dr. Edward Berkowitz
Assistant Superintendent
Instruction and Curriculum
Carroll County Board of Education
County Office Building
Westminister, Maryland 21157

Miss Dolores Deardorff
Specialist in Curriculum Development
Division of Instructional Television
Maryland State Dept. of Education

Dr. Thomas Finch
Georgetown University
UAPCD
3800 Reservoir Road, N.W.
Washington, D. C. 20007

Dr. E. Van Grobler
East New Market
Maryland 21631

Dr. Joseph Gutkoska
Towson State College
Towson, Maryland 21204

Dr. Johnie E. Harris
Coordinator of Reading Services
Montgomery County Board of Education
850 Hungerford Drive
Rockville, Maryland 20850

Mrs. Sally Jackson
Specialist in Volunteers
Maryland State Dept. of Education

Miss Stella Loeffler
Assistant Director
Office of Public Library
Development and Services
Maryland State Dept. of Education

Mr. Leroy London
Specialist in Urban Education and ESEA
Division of Compensatory, Urban, and
Supplementary Programs
Maryland State Dept. of Education

Mrs. Nell M. Meyers
Right to Read Area III, Supervisor
F. T. Evans School, Prince George's County
7920 Alexander Ferry
Clinton, Maryland 20735

Mrs. Dorothy B. Nave
Supervisor of Elementary Education
Dorchester County Board of Education
403 High Street
Cambridge, Maryland 21613

Mrs. Mary Neal
Supervisor of Elementary Education
Charles County Board of Education
Health-Education Building
La Plata, Maryland 20646

Dr. Thomas Peters
Coordinator of Reading
Montgomery County Board of Education
850 North Washington Street
Rockville, Maryland 20850

Mr. George Poff
Specialist, Office of Planning
Maryland State Dept. of Education

Mrs. Anne Richardson
Specialist in Reading/Learning Problems
Maryland State Dept. of Education

Dr. Gilbert Schiffman
Director of the Division of Education
Evening College
The Johns Hopkins University
Homewood
Baltimore, Maryland 21218

Dr. Mohammad Shami
Consultant in Research
Division of Research, Evaluation and Information Systems
Maryland State Dept. of Education

Mrs. Mildred Sowers
Director, Office of Curriculum Development
Division of Instruction
Maryland State Dept. of Education

Dr. Jack Kussmaul
Governor's Office
State House, Room 216
Annapolis, Maryland 21404

Dr. Judith Thelen
Frostburg State College
Frostburg, Maryland 21532

Mrs. Robert Wantz
2231 Fairfax Road
Hagerstown, Maryland 21740

Dr. Robert Wilson
Reading Study Center
University of Maryland
College Park, Maryland 20742

Mrs. Theda Wilson
Region V
Pimlico Elementary School
4849 Pimlico Road
Baltimore, Maryland 21215

Mrs. Louella Woodward
Specialist in Curriculum
Maryland State Dept. of Education

Dr. Jack Wulff
Professor of Reading
Salisbury State College
Salisbury, Maryland 21801

Dr. Richard M. Petre, Chairperson
Consultant in Reading
Maryland State Dept. of Education

APPENDIX B

Reading Liaison Members
1975-76

Mr. Harold J. Winstanley
Allegany County

Mrs. Evelyn Schmidt
Anne Arundel County

Mrs. Dorothy Clayborne
Baltimore City

Dr. James F. Skarbek
Baltimore County

Mr. Walter McDonald
Calvert County

Mr. Morgan E. Williams
Caroline County

Mrs. Mabel Murray
Carroll County

Mrs. Mary Jane Fogg
Cecil County

Mrs. Evelyn Winfield
Charles County

Mrs. Dorothy B. Nave
Dorchester County

Mrs. Nancy S. Watkins
Frederick County

Mr. Albert R. Ringer
Garrett County

Mr. Jon A. Stefanides
Harford County

Mr. Peter Wilcox
Howard County

Mr. Joseph Duell
Kent County

Dr. Johnie E. Harris
Montgomery County

Dr. Louise Waynant
Prince George's County

Dr. Paul R. Simmers
Queen Anne's County

Mrs. Alice A. Houser
St. Mary's County

Mrs. Alice M. Beauchamp
Somerset County

Mr. Arthur R. Higginbottom
Talbot County

Miss M. Ann DeLauder
Washington County

Miss Sylvia Givans
Wicomico

Mrs. Betty Lynch
Worcester County

EXHIBITS

The exhibits on file at the Maryland State Department of Education may be used by contacting the Reading Team, Division of Instruction. Those products designated by an asterisk (*) in the Bibliography section entitled "Completed Publications" are available.